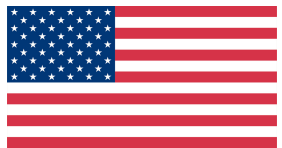


Effective e-reading: Helping Students Stay on Task While Reading Online

Reading online presents unique challenges and opportunities.

In this webinar, we will:

- explore strategies for more accurate and efficient e-reading
- discuss and practice activities that target online reading fluency, information synthesis, source tracking, and discerning source reliability and text appropriateness
- examine how these strategies and activities can be adapted for a wide range of online and in-person ELT settings



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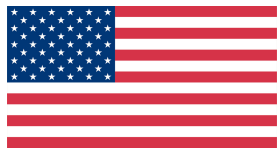
Nicole Brun-Mercer



Nicole holds a PhD in Applied Linguistics from Northern Arizona University, Flagstaff.

She has taught English and trained teachers in the United States, Switzerland, France, Russia, and Guinea, and is currently the Associate Director of English Language Support Programs at Boise State University.

Nicole has published and presented professionally on materials development, corpus linguistics, lexicogrammar, reading, and composition.



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Effective e-reading: Helping students stay on task while reading online



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Where are we going?

Today's Goals

- Define Online Reading and the Importance of Teaching it
- Understand the Challenges of Online Reading
- Discover Tips and Strategies to Overcome the Challenges
- Implement the Strategies through 3 Activities



Tell us what you think...

What is online reading?



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Online reading

- What is online reading?
 - Checking social media posts and email
 - Skimming and scanning multiple texts for research purposes
 - Deep reading an e-book or other electronic texts

(Coiro, 2015; Dobler & Eagleton, 2015)



The importance of online reading

- Why is online reading important?
 - Information access
 - Expectations
 - Habits

(Dobler & Eagleton, 2015)



Teaching online reading

- Why teach online reading?
 - Print reading strategies don't automatically transfer to online
 - Strategies should be modeled
 - Strategies should be practiced with time for reflection

(Coiro, 2015; Dobler, 2015; Dobler & Eagleton, 2015)



Teaching online reading (continued)

- What types of online reading need to be taught?
 - Extensive for fluency (on many topics at or below reading level)
 - Intensive for deep reading (on one topic just above reading level)
 - Reading for general, academic, and specific purposes

(Coiro, 2015; Dobler, 2015; Dobler & Eagleton, 2015)



Tell us what you think...

What makes reading online difficult?



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Challenges of Online Reading

Online reading ...

- is full of distractions (hyperlinks, advertisements)
- involves scrolling (text moves from bottom up)
- is often non-linear (reader may jump around among texts)
- can involve examining a lot of texts and information (difficult to locate what you want)
- requires reliability analysis (is the text trustworthy?)

(Cobb, 2017; Coiro, 2015; Dobler, 2015; Dobler & Eagleton, 2015; Nielsen & Pernice, 2010)

Challenges 1 & 2

1. Online reading is full of distractions (advertisements, hyperlinks, social media, email).
2. Online reading tends to involve scrolling so text moves from the bottom to the top of the screen.



Tell us what you think...

What strategies do you use to stay focused when reading online?



Activity 1: Reading Fluency

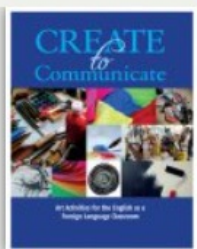
- **Problems:** Distractions and scrolling
- **Strategy:** Improve focus through practice
- **Levels:** Beginning through advanced
- **English focus:** General, academic, specific purposes
- **Text:** Short (100-300 words) & Easy (at or below reading level)
- **Objective:** Read quickly while maintaining accuracy (comprehension)

Activity 1 continued

- **Steps:**

1. Click on a link to an online text.
2. Set your stopwatch.
3. Read the text.
4. As you read, focus on the article and avoid looking at unrelated information.
5. When you are finished reading:
 - Stop your stopwatch.
 - Log your time on your reading fluency log.
 - Answer the comprehension questions and log your score.

<https://americanenglish.state.gov/resources/create-communicate-art-activities-efl-classroom>



Create to Communicate: Art Activities for the EFL Classroom

Looking for ways to add art activities to your English language classroom? Create to Communicate is filled with great activities and lessons that use art to foster English language development.

This book is intended for English language teachers who would like to reap the benefits that the visual arts provide, but are unsure of where or how to begin. By providing language objectives matched with art ideas and guidelines, this book seeks to use the arts as a tool to build and strengthen English reading, writing, listening, and speaking skills and develop the confidence students need to take risks and explore within a new language. Designed to supplement regular coursework, the purpose of this book is not to provide art lessons, but rather to provide ideas of how to incorporate the arts into the language classroom to make English accessible and understandable to students. This book is ideal for Access English Microscholarship Teachers, primary and secondary school EFL teachers worldwide, American Spaces, English language tutors, and English Teaching Assistants (Fulbright).

Watch a **Teaching Tip** for this resource.

Format: Text

Resources

Hard Copy

Downloadable PDF

■ Text (PDF)

Create to Communicate

■ Word (DOCX)



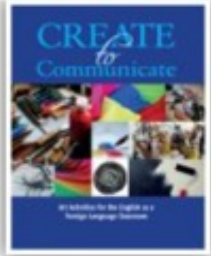
Reading Fluency Log Step 1

Date	Text Title	Reading Time	Text Word Count	Comprehension Score
February 16, 2022	Create to Communicate	22 seconds	179	

Comprehension Questions

1. This book is for
 - a. English learners
 - b. English teachers
2. This book targets
 - a. listening skills
 - b. speaking skills
 - c. reading skills
 - d. writing skills
 - e. all of the above
3. This book provides
 - a. art lessons
 - b. ideas for using art in the classroom

Comprehension Check



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Reading Fluency Log Step 1

Date	Text Title	Reading Time	Text Word Count	Comprehension Score
February 16, 2022	Create to Communicate	22 seconds	179	3/3

Tell us what you think...

How often should you do a reading fluency exercise with your students?

- Every lesson?
- Every week?
- Every month?
- Once?

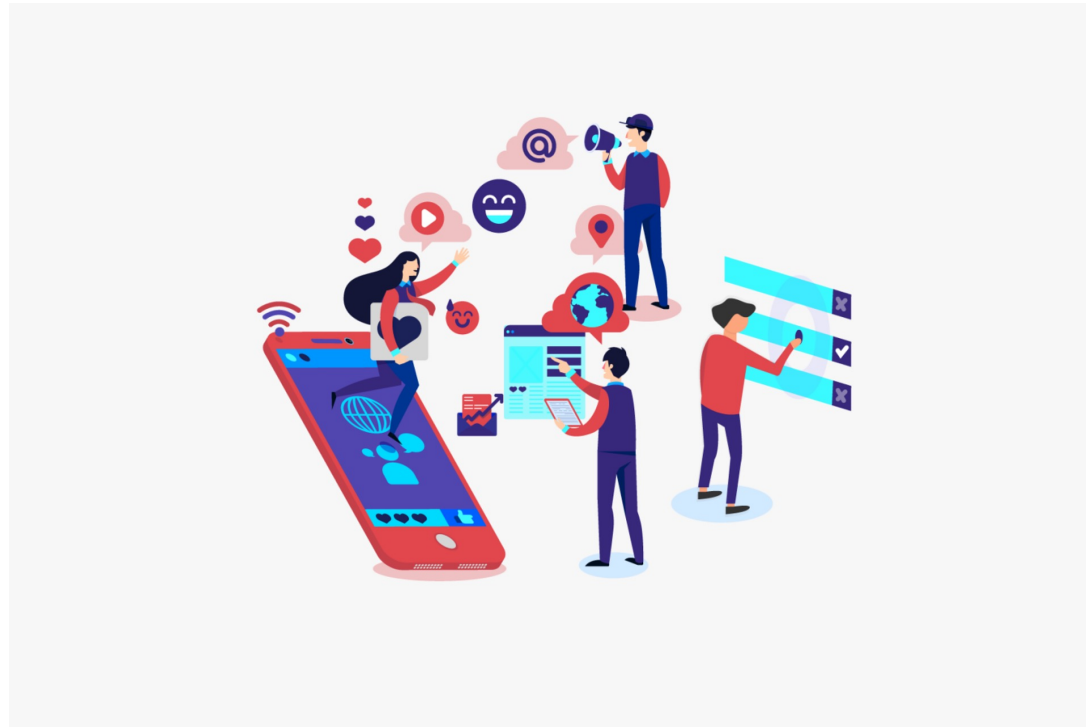


Activity 1 Options

- **High Technology Capability:** Give live link so students see advertisements and must scroll through the text (on computer or on phone with internet access).
- **Medium Technology Capability:** Give students a screenshot.
- **Low Technology Capability:** Do reading fluency with a print text (to improve print – not online – reading fluency).

Challenges 3 & 4

3. Online reading is often nonlinear (hyperlinks, multiple webpages).
4. Online reading requires weeding through more texts and more information.



Tell us what you think...

How do you keep track of your sources when you are reading online?



Activity 2: Research Trip

- **Problems:** Online readers get distracted by interesting but irrelevant information and lose track of sources
- **Strategy:** Set a clear reading purpose, a map for reaching the reading goal(s), and a “travel journal” to log sources
- **Levels:** High beginning through advanced
- **English focus:** General, academic, specific purposes
- **Texts:** Selected by the student at or above reading level
- **Objective:** Find, understand, and use information from online texts

Activity 2 continued

- **Steps:**

1. Pre-reading: Write research questions on the “travel journal.”
2. Pre-reading: Write the topic, keywords, and related words on the “research road map” to brainstorm search terms.
3. During reading: Answer research questions and log sources on the “travel journal.”
4. Post-reading: Review information found. Complete?

Activity 2 Example

Research for Children

Student-Selected Topic: American Bison



Tell us what you think...

What specific questions might young learners have about the American Bison?

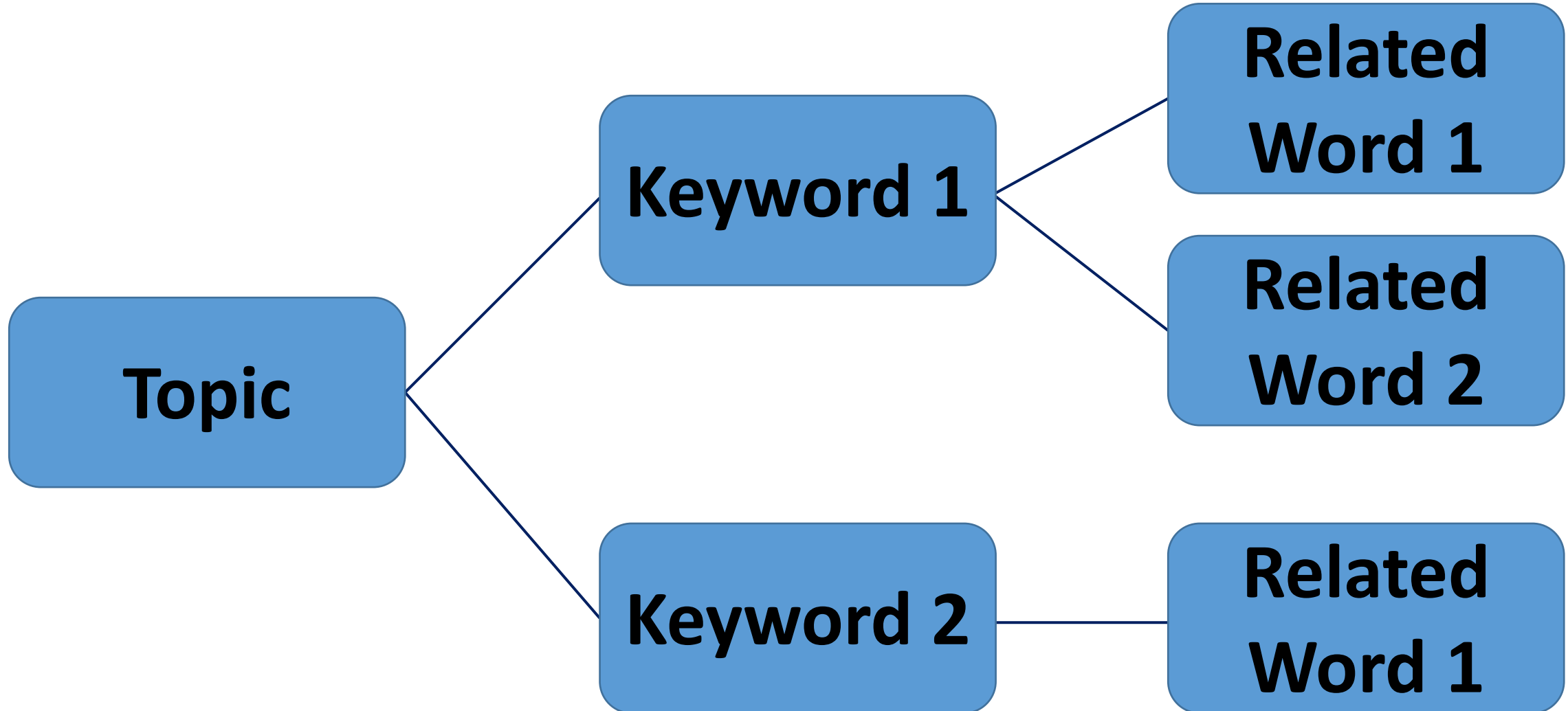
Question	Answer	Source



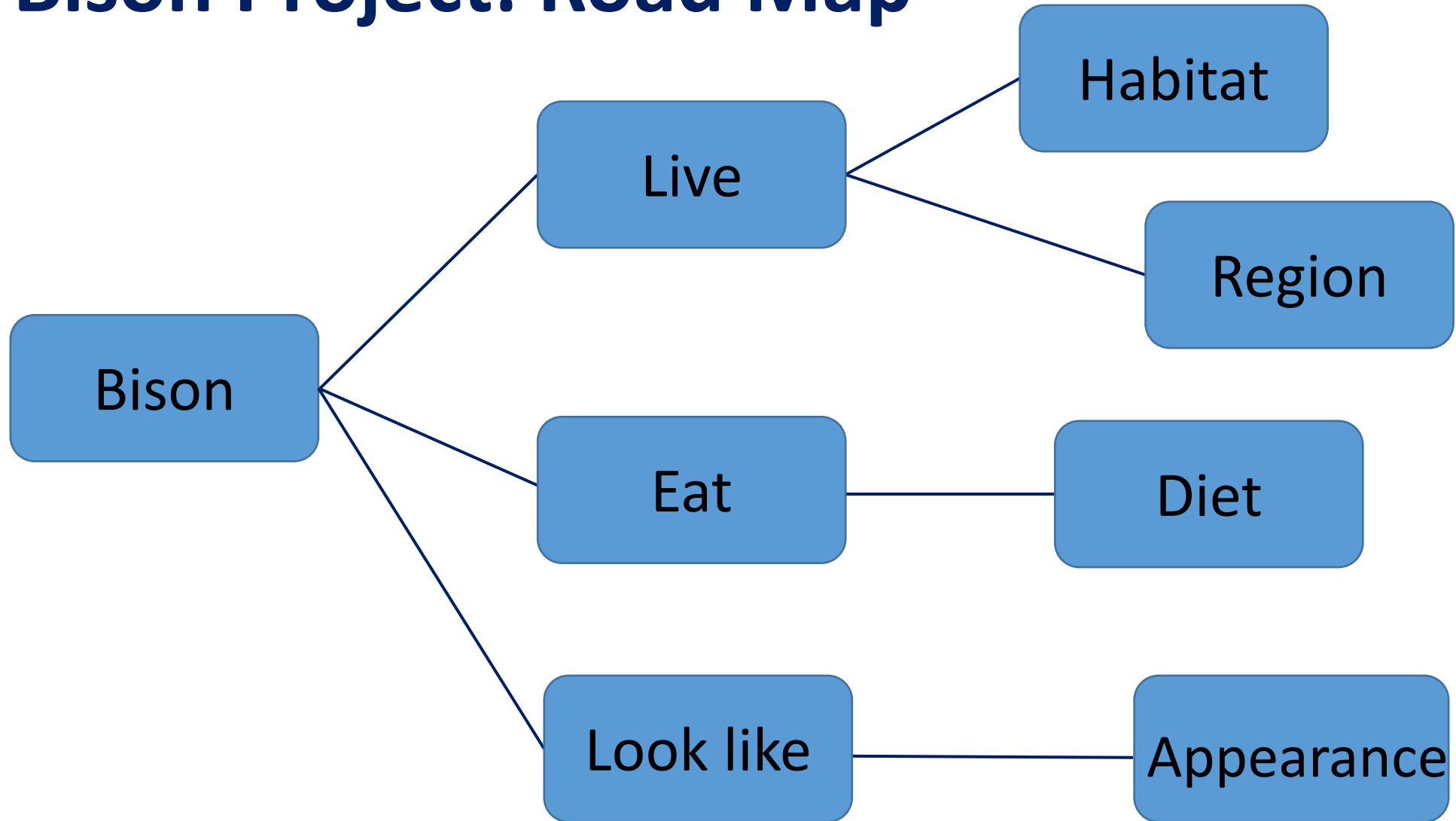
Bison Project: Travel Journal

Question	Answer	Source
What do bison look like?		
Where do bison live?		
What do bison eat?		
What predators do bison have?		
What other threats do bison face?		

Research Road Map



Bison Project: Road Map



Bison Project: Travel Journal

Question	Answer	Source
What do bison look like?		
Where do bison live?		
What do bison eat?		
What predators do bison have?		
What other threats do bison face?		

Tell us what you think...

How could you modify this activity for your students?



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Online Reading Challenge 5

5. Online reading requires analysis of information reliability*.



*Is the information trustworthy?

Tell us what you think...

How do you evaluate whether information is reliable?



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Evaluating Reliability

Criteria

- Date (recent)
- Domain (.edu, .gov)
- Publisher (well-known)
- Author (scholar, expert)
- Information (factual, verifiable)

Reliability Graphic Organizer

Research question _____ ?

Source _____

Criterion	Target	Actual	Approved?
Date			
Domain			
Publisher			
Author			
Information			

Activity 3: Evaluating Reliability

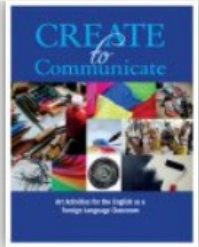
- **Problem:** Online readers sometimes take inaccurate information from unreliable sources
- **Strategy:** Create a system for determining reliability
- **Levels:** High beginning through advanced
- **English focus:** General, academic, specific purposes
- **Texts:** Selected by the student at or above reading level
- **Objective:** Find sources and information that are trustworthy and appropriate for the reading purpose

Activity 3 continued

- **Steps:**

1. Pre-reading: Fill in “Target” column
2. Pre-reading: Fill in part of “Actual” column
3. During reading: Fill in the rest of “Actual” column
4. Post reading: Approved?

Reliability Example



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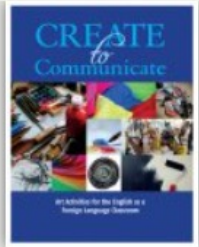
Evaluating Reliability

Research question: **Is this book useful for me as a teacher?**

Source: <https://americanenglish.state.gov/resources/create-communicate-art-activities-efl-classroom>

Criterion	Target	Actual	Approved?
Date			
Domain			
Publisher			
Author			
Information			

Reliability Example



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Create to Communicate

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Evaluating Reliability: Complete

Research question: **Is this book useful for me as a teacher?**

Source: <https://americanenglish.state.gov/resources/create-communicate-art-activities-efl-classroom>

Criterion	Target	Actual	Approved?
Date	last 10 years	(2019)	YES
Domain	.edu or .gov	.gov	YES
Publisher	well known publisher	well known publisher	YES
Author	or author		
Information	facts and opinions	facts and opinions	YES

Activity 3: Other Research Questions

- **Children:** What food do Americans eat during their holidays?
- **Adult ESL:** What are my rights as the tenant of an apartment?
- **Adult EFL:** Plan a trip to South Africa. Look for information about the best time to travel, the best places to visit, the best food to eat, etc.

Tell us what you think...

What criteria would you recommend for the following research question?

Consider date, domain, publisher, author, and information.

Research question:

What have been the effects of climate change in my region over the last ten years?



Where have we been?

1. Challenges of Online Reading

1. distractions
2. scrolling
3. nonlinear reading
4. more texts and more information
5. unreliable information

Where have we been?

2. Tips and Strategies to Overcome the Challenges

1. focus
2. reading purpose with map to reach goals
3. keep track of sources
4. evaluate reliability

Where have we been?

3. Implement the Strategies through 3 Activities

1. reading fluency practice
2. research trip (road map and travel journal)
3. reliability calculator

Tell us what you think...

Which of these activities do you plan to implement this year?



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Reflection Questions

1. Do you regularly practice reading fluency skills in class? Why or why not?
2. Do you explicitly teach online reading strategies? What techniques from today's webinar might be most helpful to your students?
3. What approaches do you use to help students evaluate online sources? What tools or activities might assist your students in deciding whether an online source is trustworthy and reliable?



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